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ABSTRACT

The Institute sought to enable 40 counselors and teacher-counselors to develop: (1) understanding of the behavior and personality of the Negro child through study of the historical, sociological, and psychological setting within which Negro children grow-up in America; (2) understanding of the needs and behavior of the Negro and the white child in the desegregated school situation; (3) understand and competence relevant to testing minority group children; and, (4) self-understanding and personal effectiveness in interracial and other interpersonal situations. Instruction in each of the three subject matter courses was given three to five times per week during two-hour periods. Lectures, group discussions, panel presentations, demonstrations, films, and a programmed teaching aid in human relations were among the teaching methods used. The Institute period took place between June 20, 1966 and July 22, 1966. The follow-up period continued on to May 1, 1967. (Author)

ED056124

A REPORT:

INSTITUTE FOR THE PREPARATION OF COUNSELORS AND TEACHER-COUNSELORS

FOR

EFFECTIVE SERVICE AND LEADERSHIP IN DESEGREGATED SCHOOLS

June 20 - July 22, 1966

by

Wiley S. Bolden, Project Director,
William A. Charland, Jr. and David C. Kirkpatrick

Sponsored by

Clark College and supported by a contract
from the United States Department of
Health, Education, and Welfare

ATLANTA, GEORGIA
November, 1966

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ABSTRACT

Identification:

Institute for the Preparation of Counselors and Teacher-Counselors for Effective Service and Leadership in Desegregated Schools.

Report prepared by Wiley S. Bolden, Project Director, William A. Charland, Jr., Associate Director, and David C. Kirkpatrick, Instructor.

Contract Number OEC 2-6-000166-1966 P. L. 88-352, Title IV, Section 404, The Civil Rights Act of 1964.

Contracted by: Clark College
Atlanta, Georgia

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Date transmitted: November, 1966

Dates of Project:

Beginning date - February 1, 1966 - Ending date May 1, 1967
Planning period - February 1, 1966 to June 19, 1966
Institute period - June 20, 1966 to July 22, 1966
Follow-up period - July 23, 1966 to May 1, 1967

Participants:

Total number - 40
Types of personnel represented--
Guidance Counselors: 31
Teacher-Counselors : 8
Principals : 1

School systems represented--
Georgia : 37
Alabama : 2
Tennessee : 1

Objectives of the Program

In view of the importance of the role of public school counselors in the total program of the schools they serve, and in light of the special demands that school desegregation places upon their professional and personal competence, the Institute sought to enable 40 counselors and teacher-counselors to develop:

1. understanding of the behavior and personality of the Negro child through study of the historical, sociological, and psychological setting within which Negro children grow-up in America;

2. understanding of the needs and behavior of the Negro child and the white child in the desegregated school situation;

3. understanding and competence relevant to testing minority group children; and

4. self-understanding and personal effectiveness in inter-racial and other interpersonal situations.

Procedures

The basic content of the Institute program encompassed classroom and laboratory experiences organized around (a) three subject-matter courses--"Psychology and Problems of School Desegregation," "Guidance in Desegregated Schools," and "Dynamics of Race Relations"--and (b) two laboratory courses--the "Human Relations Practicum" and the "Audio-Visual Materials Laboratory"--designed to reinforce and extend the classroom instruction.

Instruction in each of the three subject-matter courses was given 3 to 5 times per week during two-hour periods. Teaching methods and

aids included lectures, group discussions, panel presentations, demonstrations and film. The Relationship Improvement Program, a programmed teaching aid in human relations served as a basis for the Human Relations Practicum. Following the plan for this Program, pairs of participants studied and completed it during 10 one-hour sessions. Pairs subsequently collected into small groups to discuss their experiences with the Program. The Audio-Visual Materials Laboratory, held daily during the final half of the Institute, introduced the participants to a variety of audio-visual aids relevant to the study of race relations and of possible value for use in their own work.

Related to the course experiences were field trips by individuals, pairs, and small groups; interviews by each participant with students in the racially integrated Project Upward Bound at Emory University, and individual research projects.

The follow-up phase of the Institute consists of three parts: (a) A one-day conference with participants and staff will be held at Clark College early in 1967 for the purpose of sharing new approaches for effectively meeting school problems and discussing current developments and research pertaining to the work of the counselor in the desegregated school. (b) Throughout the academic year, three members of the Institute staff will be available, upon invitation to consult with participants and to meet with groups in their schools and communities for discussion on issues relevant to school desegregation. (c) Finally, materials significantly related to the concerns of the Institute will be mailed to

the participants periodically throughout the year.

Results and Conclusions

Observed and experienced growth toward each of the objectives of the Institute appeared to result from the participants' work in all phases of the program. However, several aspects of the program were identified by participants as having been of particular value to them: (a) The Human Relations Practicum (felt to have been of considerable value in promoting increased comfort, confidence and effectiveness in interpersonal situations); (b) the course in "Dynamics of Race Relations" (rated highly by white and Negro participants for its effectiveness in exploring historical and contemporary influences on Negro-white relations); and (c) the integrated environment of the Institute (perceived as helpful in providing opportunities for personal growth and interracial understandings).

PREFACE

School desegregation has given urgency to the need for well-trained school workers who have a deep respect for the individual and a genuine commitment to democratic processes. The efforts of such persons are crucial for promoting the kind of school experience that should enable all children to actualize their potentialities and contribute freely to society. Among school workers who hold important positions of responsibility and power are counselors and guidance workers. They frequently participate in decision making that affects broad school policies, and they continually influence the adjustment and development of individual pupils directly.

The counselor and the teacher-counselor in a formerly all white or all Negro school that is becoming integrated is likely to face special problems in efforts to perform his functions. Hiatuses in both his personal and professional experiences and knowledge must be appropriately filled before he can again move along with reasonable security and effectiveness in the discharge of his duties. Further, the broader aspects of desegregation have brought sharply into focus a host of long-standing school problems involving the guidance of minority group pupils and have intensified some of the normal developmental problems these pupils face regardless of the racial composition of their schoolmates.

It is within the foregoing framework that the Clark College Institute for Effective Service and Leadership in Desegregated Schools sought to enable forty counselors and teacher-counselors to develop:

> understanding of the behavior and personality of the Negro child through study of the historical, sociological, and psychological setting within which Negro children grow up in America;
>
> understanding of the needs and behavior of the Negro child and the white child in relation to the desegregated school situation;
>
> understanding and competence relevant to testing minority group children; and
>
> improved self-understanding and increased personal effectiveness in interracial and other interpersonal situations.

The report that follows presents a summary of the basic features and major strength and weaknesses of the Institute.

In planning and conducting the Institute we sought the aid of too many sources to try to acknowledge them all here. However, we especially wish to express gratitude to Mr. Frank Corrigan of the United States Office of Education and Dr. Vivian W. Henderson, President of Clark College, for their support and guidance and to Mr. William Morrell, our College Business Manager, for the efficient and cooperative manner in which he and his staff met the many demands the Institute placed upon them.

November, 1966

W. S. B.

W. A. C.

D. C. K.

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THE INSTITUTE ON EFFECTIVE SERVICE AND LEADERSHIP IN DESEGREGATED SCHOOLS

Recent legislative and legal enactments concerning school desegregation have provided public school personnel with significant opportunities to implement one of the basic objectives of education in a democracy: teaching students to function effectively in a multiracial, multicultural society.

In confronting these opportunities, however, many school workers face the need to overcome hiatuses in both their personal and professional experience. They themselves must learn to relate successfully to colleagues and students of a different race and culture, and they must acquire facility in dealing with long standing professional problems concerning the guidance, teaching, and testing of minority group children.

The Institute whose description follows was designed to meet the needs of guidance counselors--educational leaders whose positions in newly desegregated schools are of particular significance.

Participants

There were 40 participants in the Institute. Among these were 31 guidance counselors, 8 teacher-counselors, and one principal. Thirty-seven of the participants were employed by school systems in Georgia: (a) eighteen county systems with 21 schools represented, and (b) eight city systems with 15 schools represented. Two participants

were employed by county school systems in Alabama. One participant was employed by a city school system in Tennessee.

A breakdown of the participants by race reveals that 27 were Negro and 13 Caucasian.

The name, business address, and title of each participant are listed below.

Participants in the Institute on Effective
Service and Leadership in Desegregated Schools

Name	Business Address	Title
1. Mrs. Lillian Amis	Carver High School Alabama Street Carrollton, Georgia	Counselor
2. Mrs. Dora Ashford	Trinity High School Post Office Drawer 432 Athens, Alabama	Counselor
3. Mr. Everett Barksdale	W. L. Parks Jr. High School 1090 Windsor Street Atlanta, Georgia	Counselor
4. Mrs. Virginia Battle	S. H. Archer High School 2250 Perry Boulevard, N. W. Atlanta, Georgia	Counselor
5. Mrs. Ida Bush	Kestler Elementary School Route 1, Box 202 Damascus, Georgia	Counselor
6. Mr. Billy Carson	Southwest DeKalb High School 3592 Flat Shoals Road Decatur, Georgia	Counselor
7. Mr. Charles Copeland	Washington High School First Avenue, S. W. Cairo, Georgia	Counselor

Name	Business Address	Title
8. Mr. Gaines Culpepper	Carr Elementary School 987 Taylor Street Conyers, Georgia	Counselor
9. Mr. Norris Deaver	Jonesboro Jr. High School 137 Sprine Street Jonesboro, Georgia	Counselor
10. Miss Janice Fields	Lindley Jr. High School Old Alabama Road Mabelton, Georgia	Teacher- Counselor
11. Mr. Buel Gilliland	Douglas County High School Campbellton Street Douglasville, Georgia	Counselor
12. Mr. Merritt Gresham	North Druid Hills High School 1626 North Druid Hills Atlanta, Georgia	Counselor
13. Mr. Wesley Griffin	Risley High School 2900 Albany Georgia Brunswick, Georgia	Counselor
14. Mr. Johnny Hardnett	Greenville Consolidated School Post Office Box 247 Greenville, Georgia	Teacher- Counselor
15. Mr. Arthur Harmon	Murphy High School 256 Clifton Street Atlanta, Georgia	Teacher- Counselor
16. Mrs. Maurice Heard	Howard High School 551 Houston Street Atlanta, Georgia	Counselor
17. Mr. Walter Horstmyer	Forest Park Jr. High School Finley Drive Forest Park, Georgia	Teacher- Counselor
18. Mrs. Susan Hudson	Hazlehurst High School Post Office Box 613 Hazlehurst, Georgia	Teacher- Counselor
19. Mrs. Mildred Hutchins	Cross Keys High School 1636 N. Druid Hills Road Atlanta, Georgia	Counselor

Name	Business Address	Title
20. Mr. Edward Jordan	West Fulton High School 1890 Bankhead Avenue Atlanta, Georgia	Counselor
21. Mr. Michael Kelly	Chattanooga Valley High School Route #3 Chattanooga, Tennessee	Counselor
22. Mrs. Valena McCants	Mobile County Training High School Post Office Box 88 Mobile, Alabama	Teacher-Counselor
23. Mrs. Rowena McCoy	Burney-Harris High School Dearing Extension Athens, Georgia	Counselor
24. Mr. George Moore	East Depot High School Lock Drawer "K" LaGrange, Georgia	Counselor
25. Mr. James Morgan	Summer Hill High School 129 Aubrey Street Cartersville, Georgia	Principal
26. Mrs. Laverta Morgan	Summer Hill High School 129 Aubrey Street Cartersville, Georgia	Counselor
27. Mr. Charles Morrow	E. E. Butler High School Athens Highway Gainesville, Georgia	Counselor
28. Miss Elmira Parker	T. J. Elder Elementary School Post Office Box 11 Sandersville, Georgia	Counselor
29. Mr. Adolph Parsons	Hubbard High School Washington Drive Forsyth, Georgia	Counselor
30. Mrs. Mattie Payne	Beach Sr. High School 3001 Hopkins Street Savannah, Georgia	Counselor
31. Mrs. Rudine Phelps	Elberton School District Elberton, Georgia	Counselor

Name	Business Address	Title
32. Mr. John Powell	Pepperell High School Dragon Drive Lindale, Georgia	Counselor
33. Mr. Albert Singleton	S. H. Archer High School 2250 Perry Boulevard, N.W. Atlanta, Georgia	Counselor
34. Mr. John Smith	North Hall High School Route 9, Mt. Vernon Gainesville, Georgia	Counselor
35. Mrs. Gertha Stafford	Marshall Jr. High School 800 Tenth Avenue Columbus, Georgia	Counselor
36. Mrs. Dorothy Stokes	Woodbury High School Route 2, Box 262 Woodbury, Georgia	Teacher- Counselor
37. Mr. Harry Strickland	O'Keefe High School 6th Street at Techwood Atlanta, Georgia	Counselor
38. Mr. Arthur Terrell	Hooper-Renwich High School Lawrenceville, Georgia	Teacher- Counselor
39. Mrs. Mamie Thomas	W. A. Fountain High School Post Office Box 196 Forest Park, Georgia	Counselor
40. Mrs. Beulah Tipton	H. M. Turner High School 98 Anderson Avenue Atlanta, Georgia	Counselor

Staff

The permanent staff of the Institute comprised the director, associate director, two full-time teachers, a psychologist, and a part-time audio-visual aids specialist. Assistants to the staff included a graduate assistant and three clerical workers, two of whom were part-

time. In addition to the permanent staff, a number of consultants served the Institute on a visit of one or two days.

A description is included below of the various permanent staff members of the Institute, and their respective areas and/or programs. In attempting to assess the effectiveness of each staff member's role in the Institute program, composite evaluative statements were constructed from comments and statements made by participants in the context of evaluation sessions held during the Institute, and in questionnaires administered during and after the Institute.

Dr. Wiley S. Bolden--Institute Director

As Director of the Institute on Desegregation, Dr. Bolden guided the recruitment and selection of personnel for the Institute, chaired the frequent meetings held by the Institute staff, and offered critical comments, as well as support, to the various members of the Institute staff regarding the problems incident to their particular subprograms. In addition to his administrative responsibilities, Dr. Bolden taught a course entitled "Psychology and Problems of School Desegregation" in which clinical, experimental, and statistical data were presented, interpreted and discussed in an effort to develop insights, understanding, and competence necessary for effectiveness in solving problems of learning and adjustment related to school desegregation. Finally, he led one of the groups associated with the Human Relations Practicum, in which the problems and implications raised by the Relationship Improve-

ment Program were explored further.

Dr. Bolden's lectures, discussions, and bibliographies revealed conversance with the literature and developing research relevant to his topics. Further, his professional competence in the testing of minority group children and his continuous effort to relate personally to the Institute personnel contributed significantly to the success of the program. A noticeable limitation had to do with his voice control when he illustrated on the blackboard or otherwise moved out of the range of the microphone while speaking. His exaggerated efforts to be heard sometime gave his voice an irritating quality.

Rev. William Charland--Associate Director of the Institute

As Associate Director of the Institute, Mr. Charland's duties were many and varied. In addition to assisting Dr. Bolden in organizing the Institute by taking full responsibility for numerous details pertaining to the processing of applications, physical arrangements, equipment, materials, and the like, Mr. Charland was in large part responsible for the day-to-day flow, continuity, and coordination of the various subprograms of the Institute, and the exigencies pertaining to them. He arranged and coordinated several special programs and the transportation and housing considerations of these same programs. For example, he directed and coordinated a student panel discussion with students from newly desegregated schools as participants. Field trips to Emory University for the purpose of providing a morning

of interracial counseling experience were guided by Mr. Charland, as were other field trips fostering new, insightful interracial and cultural experiences for the Institute participants. He also fell prone to the traditional odds-and-ends types of jobs of the associate director: facilitating coffee-break arrangements, keeping check on Institute physical environment, ordering new materials, and the like.

Like Dr. Bolden, Mr. Charland led one of the three small groups associated with the Human Relations Practicum. It was felt by many of the participants, and sometimes verbalized, that the group seemed to enjoy and perhaps profit from his direct, forceful approach to his work.

Dr. Edward Brantley--Professor

Dr. Brantley's prime duties as a member of the Institute staff consisted of teaching a daily course in Guidance in Desegregated Schools, a course emphasizing the theoretical as well as the pragmatic, down-to-earth considerations confronting the guidance counselor, as well as the teacher-counselor, in the newly desegregated teaching situation.

Proceeding on the basis of a highly structured and carefully organized course outline with specified required readings, Dr. Brantley's vigorous and directive method of instruction at first contrasted with the expectations of some of the participants but later was appreciated by most of them. His insights into the challenges of education in a multiculture context were felt to have provided a pragmatic balance to the otherwise largely theoretical content of the course.

Dr. Jonathan Jackson--Professor

Dr. Jackson planned, coordinated, and presented a five-week course in the "Dynamics of Race Relations," a daily series of lectures aimed at developing improved understanding of Negro-white relations through historical, sociological, anthropological, and literary interpretations of aspects of the Negro's life in America over the past two hundred years. While Dr. Jackson presented the introductory lectures of the series and the integrating comments during the series, the majority of the lectures were delivered by outside authorities in the different areas mentioned above. Included among these lecturers were Dr. John Hope Franklin, Dr. Darwin Turner, Dr. Esther Jackson, and Dr. Elliott Rudwick. The participation of guest lecturers is reviewed in the section on consultants.

Dr. Jackson's preparation for his role was excellent. His comprehensive study of the general literature of the field gave him a good command of basic materials and facilitated his role as coordinator. His lectures reflected painstaking study and special effort to make his presentations effective. Apart from the minor criticism, that occasionally his introductory of speakers and topics were prolonged, his role in the Institute was thoroughly appreciated.

Mr. David C. Kirkpatrick--Instructor

Mr. Kirkpatrick was director of the Human Relations Practicum, a sub-program of the Institute dealing with the problems encountered by individuals attempting to communicate with each other. The Practicum itself consisted of two parts: (a) an interpersonal relationship improve-

ment program, a programmed device used by two individuals together for the first ten days or so, and (b) small groups formed for the purpose of discussing, reacting to, and exploring further feelings and meanings resulting from the use of the program. Mr. Kirkpatrick, like Dr. Bolden and Mr. Charland, was a leader of one of these groups.

In addition, Mr. Kirkpatrick gave leadership to the evaluation of the Institute through the selection, preparation, administration, and interpretation of evaluation instruments and through conducting evaluation sessions of participants and staff.

Prior to the beginning of the Institute, Mr. Kirkpatrick, along with other members of the staff, familiarized himself with the Human Development Institute Program by going through the program, according to the prescribed method.

Mr. Curtis Gillespie--Part-time Instructor

As supervisor of the audio-visual aspect of the Institute with the Materials Laboratory as his special assignment, Mr. Gillespie presented movies, film strips, and tapes concerning material related to the objectives of the Institute.

His professional training in the use of audio-visual aids enhanced this phase of the program.

Consultants

Evaluation forms completed by each participant were used to assist the staff in obtaining a clearer view of the participants' reactions

to the various visiting lecturers. A copy of this form is presented in the Appendix A. A multiple choice continuum was used to rate the lecturers, with choices ranging from 1 to 7. A "1" answer indicated the participant felt the lecturer to be of highest quality or to have the highest degree of preparedness. A "7" answer indicated, conversely, that the participant felt the lecturer to be of the poorest quality, poorly prepared, etc. All other numbered answers between 1 and 7, of course, indicated some shading of opinion between the two above-mentioned extremes. Criteria for each continuum were carefully drawn out in the introduction to the evaluation form.

General response to the lecturers was uniformly very good, with the majority of the responses on the objective evaluation section being a mixture of "1's" and "2's," with only a scattering of "3's," "4's," and even fewer "5's." In the words of one of the participants, "This is a comment on all speakers. To me this has been the highlight of the Institute; the speakers have been excellent and spanned the theme of this experience . . . completely." With speakers of such seemingly uniformed high quality, it may be a bit difficult to make many reliable discriminations among the different ones; however, an attempt will be made below to briefly describe and evaluate each lecturer.

Dr. Vivian W. Henderson, President, Clark College, Atlanta, Georgia.
Topic: "The Economic Status of the Negro in America" and "The Protest Movement"

The first outside lecturer of the course, Dynamics of Race Relations, Dr. Henderson made a dynamic, entertaining presentation. Using a

few relevant statistics and charts with his presentation, he managed to sustain complete interest of most of the participants. One member of the evaluation staff felt that perhaps Dr. Henderson's enthusiasm for his subject prompted him to talk too fast for listeners to perceive and assimilate his ideas, but all in all, he was a well-prepared, interesting lecturer.

On the continuum described above, 73% of the participants gave Dr. Henderson a "1," or "highest quality" in terms of presentation and 24% recorded a "2." On degree of preparedness, 89% gave him "1," and 8% a "2."

Dr. John Hope Franklin, Professor of History, University of Chicago.
Topic: "Historical Backgrounds of Race Relations"

Evidencing a high degree of scholarship, Dr. Franklin displayed excellent command of the literature on his topic, much of it his own research, as the members of the Institute followed the development of his thesis with interest. No single negative criticism can be reported here regarding Dr. Franklin; this seemed to be supported by the cluster of admiring Institute participants around Dr. Franklin following his presentation, eager to have his answers to a few more questions.

On the evaluation continuum, 92% of the participants recorded a "1" for the quality of presentation, and 8% gave a "2." In terms of degree of preparedness, a full 97% recorded a "1."

Dr. Samuel D. Cook, Associate Professor and Chairman, Department of Political Science, Atlanta University, Atlanta, Georgia. Topic: "The Political Status of the Negro in America"

Dr. Cook lectured for two days, giving the political history of the Negro American in interesting detail. Making his presentation in an easy-going, relaxed manner that was sometimes difficult to hear, according to a few participants, he would frequently rely upon a well-chosen anecdote to drive his point home. The Institute participants appeared to enjoy his style, and lecturer evaluation forms corroborated this. For example, 43% of the participants gave Dr. Cook a "1" on quality of presentation, 30% a "2," and 22% a "3." On degree of preparedness, 49% recorded a "1," 34% a "2," and 11% a "3."

Atty. Benjamin D. Brown, State Representative, 135th District of Georgia, Part-time Instructor, Clark College, Atlanta, Georgia. Topic: "The Legal Status of the Negro in America"

Mr. Brown is one of nine, newly elected Negro Representatives to the Georgia Assembly. Young, somewhat diffident, he managed to make a meaningful presentation of his topic. It was felt by one staff member and several participants that his presentation was perhaps drier than necessary, including a few too many descriptions of minutiae of the Civil Rights Bills of 1964 and 1965. Question and answer sessions here showed, however, that few, if any, of the participants had lost interest in the lecture.

In terms of quality of presentation, Mr. Brown received 5% of the total tally rating his lecture a "1," but 29% a "2," 29% a "3," and 32% a "4." In terms of preparedness, his lecture was rated 8% "1," 29% "2," and 37% "3."

Dr. Esther M. Jackson, Professor of Theatre Studies, Adelphi University, Garden City, Long Island. Topic: "The Sociology of Art"

Dr. Jackson proved to be one of the more provocative visiting lecturers. Presenting an essentially utopian view of the place of art in social change, she continuously aroused, excited, or angered the participants with her statements. She appeared to be at ease in the question-and-answer interaction with the Institute personnel. A minority of the permanent staff felt that this interaction was, at times, a superficial dialogue which in reality was a monologue on Dr. Jackson's part, with her failing to meaningfully or genuinely respond to the questions of some of the participants. Overall reaction on the part of the participants was quite favorable.

In terms of quality of presentation, 82% rated her lectures "1," and 13% "2." Regarding degree of preparedness, 87% scored the presentations "1," and 8% "2."

Mr. Robert Fishman, Assistant Professor of Political Science, Clark College, Atlanta, Georgia. Topic: "Race Relations in the United States and International Politics"

Undramatically but effectively, Mr. Fishman developed his theme of the important relationships between two important areas that, at first

glance, frequently seemed unrelated: civil rights and international relations. Lecturing on the only Saturday the Institute was in session, he appeared to have some difficulty sustaining the interest of the participants, but made a responsible presentation nevertheless. The evaluation staff rated his lecture somewhat higher than did the Institute personnel whose ratings are summarized below.

Quality of presentation: 20% "1," 11% "2," 26% "3," and 34% "4." Degree of preparedness: 50% "1," 22% "2," 11% "3," and 14% "4."

Dr. Clarence A. Bacote, Professor of American History, Atlanta University, Atlanta, Georgia. Topic: "The Reconstruction Period"

Dr. Bacote traced the course of the Reconstruction Period in the United States, from 1965 to 1966, frequently relying upon first or second-hand anecdotes that were as relevant as they were enjoyable. He strengthened his lecture with his wry sense of humor regarding events that had taken place in his own life, and that of friends. His was an informal and enlightening lecture.

Reactions of the participants are as follows: Quality of presentation: 36% "1," 28% "2," and 28% "3." Degree of preparedness: 14% "1," 31% "2," 19% "3," below "3" 36%.

Dr. Elliott Rudwick, Professor of Sociology, Southern Illinois University at East St. Louis. Topic: "Booker T. Washington and W. E. B. DuBois"

Presenting a comparison between two historically important figures in the Negro's struggle, Booker T. Washington and W. E. B. Dubois, a

subject on which Dr. Rudwick is an international authority, he shared some of his own views regarding this still controversial pair of adversaries. Confessing his bias for DuBois openly, Dr. Rudwick successfully drew parallels between them and contemporary figures in the Negro power struggle. Audience discussion after his lecture was most spirited, and this was given an assist by Dr. Rudwick's excellent sense of humor and irony.

Quality of presentation: 61% "1," 28% "2." Degree of preparedness: 75% "1," and 17% "2."

Dr. Ina C. Brown, Professor of Anthropology, Scarritt College, Nashville, Tennessee. Topic: "The Cultural Background of the Negro"

A pleasant lecturer, Dr. Brown explored many of the frequently heard myths about Negroes today, drew meaningful cross-cultural comparisons, and offered an optimistic view of the future of race relations. She lectured and answered questions for two days.

Quality of presentation: 67% "1," 22% "2." Degree of preparedness: 86% "1," 14% "2."

Dr. Harry V. Richardson, President, Interdenominational Theological Center. Topic: "Religion - The Negro in America"

Dr. Richardson traced the religious behavior of the Negro American, beginning with the voodoo cults of early 17th century American slaves, up to the religion of the contemporary, urban, middle-class Negro in the United States, explaining some of the more puzzling phenomena pertaining to the religious behavior of the Negro. A few, but not too many,

statistics concerning church preferences and a few other problems, were used to throw the specific issues into clearer perspective. Several humorous stories of Dr. Richardson helped make his presentation more enjoyable for the participants.

Quality of presentation: 22% "1," 54% "2." Degree of preparedness: 32% "1," 49% "2."

Dr. Earl Brewer, Professor of Sociology and Religion in the Candler School of Theology, Emory University, Atlanta, Georgia. Topic: "The Negro and Population Migration"

Essentially a demographic presentation attempting to shed some light on the significance of changing living patterns of the rural and urban Negro, Dr. Brewer's lecture consisted for the most part of one statistic followed by another; this had the effect of further befogging the issue, rather than clarifying it. He seemed unaware of the restlessness of his audience, unfortunately, and oblivious to their increasing loss of attention. As a result, the presentation received the poorest response of the series, in the opinion of both the participants as well as the staff.

Quality of presentation: 34% "4," 11% "5," 9% "6," and 29% "7." Degree of preparedness: 11% "1," 26% "2," 11% "3," 23% "4," 7% "5," 9% "5," and 14% "7."

Dr. Darwin T. Turner, Dean of the Graduate School, North Carolina A & T College, Greensboro, N. C. Topic: "An Outline for a Study of Literature by Negroes"

Dr. Turner related the significant works in Negro literature to the personal experiences of their authors, and related both to the historical

contexts of the times. The after-lecture discussion period found Dr. Turner questioned by some 17 participants eager to ask him about various literary figures. His was one of the more impressive presentations of the entire lecture series.

Quality of presentation: 89% "1," and 6% "2." Degree of preparedness: 91% "1," and 9% "2."

Dr. C. Eric Lincoln, Professor of Sociology, Portland State University, Portland, Oregon. Topic: "The Protest Movement"

A leading authority on the Black Muslims, Dr. Lincoln chose to skirt them this time, in favor of an authoritative presentation on the newer militants involved in the civil rights struggle. Some of the participants felt that they would have enjoyed hearing Dr. Lincoln lecture on the topic associated with his writings--the Muslims. Almost all, however, felt that his talk was a success.

Quality of presentation: 44% "1," 28% "2," and 17% "3." Degree of preparedness: 51% "1," and 34% "2."

Every individual speaker, with the possible exception of Dr. Earl Brewer, is strongly endorsed by the staff and members of the Institute as prospective speakers for future Institutes. Special endorsements, however, would go to Dr. Franklin, Dr. Turner, Dr. Esther Jackson, Dr. Ina Brown and Dr. Henderson. In the opinion of the staff members, as well as the majority of participants, the lectures of these consultants were not only of highest quality but were notably stimulating and distinctively valuable in fulfilling Institute objectives.

Content

The basic content of the Institute program encompassed classroom and laboratory experiences organized in terms of (a) three subject-matter courses--"Psychology and Problems of School Desegregation," "Guidance in Desegregated Schools," and "Dynamics of Race Relations;" (b) two laboratory courses--"The Human Relations Practicum" and the "Audio-Visual Materials Laboratory;" and (c) a common session.

Each of the three subject matter courses was constructed with topics selected from a master or comprehensive course outline that involved the integration of subject matter from the fields of psychology, sociology, psychiatry, education, history, anthropology, and economics. Thus, instead of forming separate subjects characteristic of traditional course organization, the three courses were developed as functional units of instruction having distinct topics and problems but some overlapping objectives. The two laboratory courses were designed to reinforce and extend the classroom instruction through the development of insights, attitudes and skills. The common session provided a period for scheduling instructional activities of general interest and for handling emerging concerns of the group.

Psychology and Problems of School Desegregation

The course, Psychology and Problems of School Desegregation, dealt with three major topics. The first gave careful consideration to ways in which the socialization of children in America is affected by race and by social economic status. Particular emphasis was placed on ways in

which the ego development of Negro and/or disadvantaged children involves experiences that deviate significantly from that of normative American childhood.

In a second phase of the course, the material covered in the initial sessions was related to problems of teaching and learning in the racially integrated classroom. Interpretations were made of differences between the middle class child and the socially disadvantaged child in terms of language, cognition and learning, intelligence and aptitudes, motivation, and school achievement. Observations were made concerning results of studies of special educational programs for the socially disadvantaged. Data was shared from studies on achievement and adjustment of children in desegregated schools.

Finally, a third series of class meetings dealt with theories and skills relevant to testing minority group children. Particular attention was given to the significance of studies attempting to correlate race and intelligence.

Guidance in Desegregated Schools

The course, Guidance in Desegregated Schools, related the process of education to the methods and procedures of guidance as these two interrelated functions interact to change the behavior of students, teachers, and administrators.

The interrelation of education and guidance was discussed in terms of curricular designs which meet the educational needs of students who come from different ethnic groups, subcultures, and levels of scholastic

aptitude. Discussions and readings dealing with educational problems which have been experienced in integrated situations of long standing, newly desegregated school situations, and projected desegregated school systems were related to curricular designs and experiences needed by students coming from varied backgrounds. Guidance procedures and techniques were related to the problems inherent in curricular designs which are heterogeneous and these problems were related to the eight approaches to guidance outlined by Ruth Barry and Beverly Wolf in Modern Issues In Guidance Personnel Work. Thoroughly exploring these approaches, insights were gained through small group and general discussions, regarding which one or two approaches might be the most beneficial in a desegregated school. The counselor's role in the process was viewed as that of a "social engineer," implementing understandings of social change, and bringing to the forum of public and professional dialogue the exchange of the ideas regarding the differing values, ideas, motives, and attitudes. The frame of reference of the student and the impact of various images needed by the student in order to differentiate an acceptable behaviorial pattern were explored by the group. These factors were handled in terms of semantic problems, social classes as reference groups, subjective class memberships and the frame of reference needed by the counselor, teacher, and administrator in problem identification and behavior programming.

The involvement of counselors and teachers to assist students to understand the worlds of education and work was studied in terms of

existing realized opportunities and the projected trends which tend to provide opportunities for all students. The purposes of education as viewed by different ethnic groups and the composition of the areas of education, especially secondary and higher education, were contrasted to provide professional sensitivity for participants having worked primarily or solely with one group. The labor force as it relates to guidance in the vocational area was studied to determine existing labor force composition and future areas of need and accompanying preparation.

The sessions were concluded with a synthesis to assist participants in realizing that the primary problem to be solved would relate to the processes which would provide the students with a sense of human worth based on acceptance by teachers, counselors, administrators, students, and community as a whole.

Dynamics of Race Relations

The course, Dynamics of Race Relations, was designed to develop understanding and enhance skills relevant to effective work with an interracial student body. Its specific objectives were: to provide a better understanding of Negro-white relations through increased knowledge of the Negro's history in America; to introduce printed and audio-visual materials in the fields of history, economics, anthropology, politics, and art that seek to interpret the Negro in American life; and to help the participants to make effective application of their knowledge about race relations in a desegregated school.

The content of the course was based on the historical background of the Negro in Africa and America; the economic status of the Negro; the political status of the Negro; the legal status of the Negro; the cultural, religious, and artistic life of the Negro; and the Negro Revolt.

Human Relations Practicum

The Human Relations Practicum was created on the premise that the skills which are requisite to effective public school counseling and to good interracial relations are also requisite to effective human relations. The Practicum entailed two kinds of closely related activity, both designed to improve interpersonal relations. In ten sessions of approximately one and one-half hour each, the participants met in pairs to use the Relationship Improvement Program of the Human Development Institute that is described in more detail in the following section of this report. During the last two weeks of the Institute sessions of three and one-half hours were spent in small groups. Here, under the leadership of three members of the Institute staff, the participants expressed feelings about their experiences with respect to the Program and the Institute generally. Some of the most productive interpersonal encounters concerned the various kinds of feelings which several lectures on Negro history evoked in the participants: anger among some Negroes, defensiveness among some of the whites. The small groups provided a climate for working through these and other feelings which developed in various areas of the Institute.

Audio-Visual Materials Laboratory

Designed as a supplement to the three subject-matter courses, the Audio-Visual Materials Laboratory was conducted for one hour each day

during the last half of the five-week Institute. The laboratory introduced participants to a variety of selected film, filmstrips, and tape recordings on various aspects of race relations for the purposes of (a) fostering the learning of concepts, principles, feelings, and attitudes organic to the basic objectives of the Institute and (b) suggesting teaching aids suitable for use with groups of various age levels and social backgrounds.

At least one film or filmstrip was shown each session. Typically, sessions proceeded in this order: a brief introductory comment by the laboratory director, the film showing, and a brief unstructured discussion on the film. Tapes were made available for loan overnight or for listening at scheduled times during the Institute day.

An annotated list of the audio-visual materials used in the Institute appears in Appendix B. This list includes the schedule followed in presenting films and filmstrips in the laboratory.

Common Sessions

Common sessions of one hour and fifty minutes each were scheduled in order to conduct certain learning experiences relevant to all phases of the program content and in order to accommodate evolving concerns of the staff and participants that would seem more appropriately considered outside the prestructured context of any one of the other phases of the program content. Thus, final plans were made before the beginning of the Institute for only three of the sessions, including the first, while tentative plans or no plans were made for the remaining sessions.

A common session on the first day of the Institute was devoted to the showing of a film followed by discussion for the purpose of facilitating early involvement of the participants with fundamental issues and concerns of the Institute. The film chosen for this purpose, Children Without, was particularly effective as it highlighted important issues in desegregated education, but did so in the fairly remote setting of a Northern city, and with a reversal of roles usually associated with race. That is, the key school personnel in the film were Negroes; the underprivileged children were white Appalachian immigrants. At a later common session the film, A Morning For Jimmy, provided rich discussion material on differences of attitude among Negroes toward new education and employment opportunities.

One of the most stimulating sessions of the Institute was a panel discussion by five highly articulate Negro high school students who had spent the 1965-66 school year studying in previously segregated high schools. The attitudes of the students were varied, as were their experiences. Two had studied in a community notorious for its discriminatory practices; another had experienced few problems of adjustment in his new school. The students were candid in their assessment of the comparative academic quality in Negro and predominantly white schools. They were direct in emphasizing the need for school authorities to take a firm stand before their students during the initial stages of school desegregation.

An important incidental feature of the program was the introduction of two field workers in school desegregation from the American Friends

Service Committee, one of whom moderated the panel.

At the end of the first week of the Institute a common session was used for evaluation: small group discussions followed by summary reports to the total group was effective in taking stock of the Institute's strengths and weaknesses as viewed by the participants at that time.

The remainder of the common sessions were devoted to group testing, data collecting, orientation to special activities such as the field trips and the counseling experience, and evaluation.

Evaluation of Content

In attempting to evaluate the effectiveness of the courses in achieving the objectives of the Institute, use was made of an evaluation form that was intended to measure the individual participant's reaction to specific aspects of the courses including meaningfulness or general worth and relevance to Institute as a whole. In addition, evaluative data on the courses and the two workshops were provided by formal reports evolving from small group discussions on the final day of the Institute and from written responses to a fourteen-page questionnaire that participants were requested to complete and return anonymously only after a break of one week following the close of the Institute.

The course evaluation form was administered twice: on July 9, approximately 3/5 of the way through the Institute, and on July 22 at the end of the Institute. A copy of the form appears in Appendix C. Composite data based on each administration of the form were assembled and for each variable the median response was determined.

A careful analysis of the data for each variable of each subsection of the composites resulting from the two administrations revealed no glaring weaknesses in any of the courses as seen by the participants. Especially encouraging was the improvement noted in a comparison of the second form with the first. With six subsections evaluating each course, a total of twenty-four comparisons can be made between the second form and the first. An examination of these revealed that while <u>fifteen</u> subsections remained the same from the first administration to the second, <u>nine</u> subsections showed change in a positive direction, and only <u>one</u> showed a change in a negative direction, and that was a change of only one half point on a seven-point evaluation continuum.

When the composite course evaluation forms were examined specifically with reference to each of the three courses, the following observations seemed warranted: The participants consistently viewed the course in Psychology and the Problems of School Desegregation favorably, with the possible exception being criticism of redundancy. In other words, a number of the participants expressed, on the first evaluation form, a perceived redundancy, or a moderate amount of overlap between this course and courses taken prior to the Institute. The second form, however revealed that this feeling of the participants had moved in a positive direction.

The course, Guidance in Desegregated Schools, was one of the more meaningful in terms of its overall worth for many of the participants, and possibly the most stimulating for many. The final evaluation form suggests that the participants had perceived this course more favorably

than they had three weeks earlier, in terms of: (a) interest and stimulation; (b) meaningfulness, general worth; and (c) relevance to the Institute as a whole. Quotations from his lectures were frequently used as points of entry into other discussions, both formal and informal.

The course in Dynamics of Race Relations was perhaps the most popular, and perhaps as meaningful as any for many of the participants. A comparison of the course evaluation forms administered twice during the Institute reveals a more favorable response on the part of the participants on the second, or final, evaluation form in four different aspects of the course: (a) lack of redundancy or freshness of content; (b) interest or stimulation of content; (c) interest or stimulation of group discussions connected with the lectureship series; and (d) meaningfulness or worth of these same group discussions.

Anecdotal data from the reports prepared by small groups of participants during evaluation sessions and from the post-Institute questionnaire, in general, corroborate observations yielded by the course evaluation form.

Further, the reports and questionnaire afford data on the effectiveness of the two laboratory sessions as perceived by participants:

The Human Relations Practicum was one of the most unusual and possibly most meaningful sub-program of the Institute. Several of the participants expressed interest in exploring further the possibilities of this particular approach to human relations, including the possibilities of the Human Development Institute Program itself as a tool for the use of the guidance counselor in his school setting. Comparisons of earlier

and later evaluation reports revealed that the participants increasingly saw the relevance of the Human Relations Program to the objectives of the Institute as a whole.

Though hampered by an unfortunate time, the last hour of the Institute day, it was felt that the Audio-Visual Materials Laboratory was successful in developing meanings and attitudes and in demonstrating the use of the materials.

Mention has already been made of the manner in which common sessions were useful in promoting Institute objectives.

Methods

Descriptive and evaluative information on the methods of instruction employed in the Institute is presented in the sections that follow. Because of the intimacy of content and method in such learning experiences as the Human Relations Practicum, the Audio-Visual Materials Laboratory, and the common sessions, some aspects of methods were introduced in the foregoing sections of the report and, therefore, are not included in this one.

Lectures and Group Discussions

In the three courses substantial use was made of the lecture method for the purpose of communicating information which was essentially new.

As often as was feasible, the participants divided into groups for discussion, formulating questions and comments to be shared when the entire group reassembled. This method of discussion created a climate in which a number of the more reticent participants were able to assume a

more active role than they had in meetings of the entire group. At the same time, the method was found to entail certain disadvantages: some groups were prone to substitute unfounded opinions for questions addressed to lecturers, and the frequent fragmentation into different groups caused a few participants to experience feelings of discontinuity within the Institute.

Interviews

Interviews were conducted one morning with students in Emory University's Project Upward Bound. Each of the participants was given the name of a student (in most instances, Negro counselor had white counselee and vice versa) and asked to interview the student in a period of about one hour and a half. The interviews were to serve two ends. For the purposes of this Institute, they were to provide an opportunity for conversation with a young person of another race who was engaged at the time in a racially integrated learning situation. For the purposes of Emory's Project Upward Bound, the interviews were to afford the leaders some insights "from the outside" into their students's feelings about the program.

During the course of the conversation (which was to be as informal and as comfortable as possible) the counselor, in any way that he chose, was to introduce the following topics:

1. What sort of plans did the student have for the future? Had he given thought to attending college?
2. Had his experience this summer at Emory influenced his thinking about the future? What kinds of feelings did

he have about the summer thus far?

3. What was it like, studying and living in a racially integrated program? Had he made new friends, experienced problems, etc., as a result of being in an interracial situations?

Following the interview, each counselor recorded his counselee's responses to these questions. This information was then passed on to the Project Director at Emory, the students remaining anonymous.

Both Institutes expressed satisfaction with this experiment. The students enjoyed being interviewed and the counselors appreciated the opportunity to test in practice some of the principles which they had been studying in theory.

Individual Research Projects

Each participant in the Institute prepared a research paper on a topic which was both of personal interest and of relevance to the Institute objectives. In addition to intensifying the meaningfulness of the Institute experience, this activity was designed to provide some evidence of the impact of the total program on the thinking of the individual participant. Though the time provided for library study was not sufficient for completing the research paper, study periods were provided in the context of the daily schedule in order to facilitate the research.

The quality of the papers was of marked variety, due perhaps both to varying levels of academic competence among the participants and to the amounts of effort that they devoted to the assignment. Directions presented in introducing the assignment and the titles of the papers submitted by participants are listed in Appendix D.

Field Trips

Each participant in the Institute was required to take two field trips and prepare a reaction report on each. The purpose of the field trips was to develop social awareness through exposure to aspects of American culture which the participant otherwise might not encounter. The staff prepared a suggested list of places and made preliminary arrangements for visits. Final arrangements were left to the participants who took trips individually, in pairs, or in small groups. Almost without exception, the participants considered the field trips a valuable aspect of the Institute experience. The suggested list of places for the field trips, showing the number of participants who visited each place, appears in Appendix E.

Teaching Aids

The Relationship Improvement Program employed in the Human Relations Practicum, the printed materials, standardized tests, and audio-visual materials are the teaching aids that figured prominently in instruction in the Institute.

The Relationship Improvement Program

The Relationship Improvement Program is a teaching device which combines the principles of interpersonal relations advocated by Carl R. Rogers with the educational principles of B. F. Skinner. The Program is similar to any other "programmed" learning device except that it is diadic; each of the ten one-hour sessions is to be studied by two people

together. The Program enables the participants to study their relationship as it progresses throughout the sessions, with particular attention being given to each participant's awareness of his own feelings and those of his partner. A variety of instructions is used to bring the two participants into interaction such as script reading, role playing, and directed and non-directed discussions.

Because of the brief history of the Program and its experimental nature, research corroborating its effectiveness is as yet inconclusive. At the same time, such results as have been obtained from testing the Program are encouraging. Its use within the Institute did in most instances lead to enhanced interpersonal relations. The Program was useful also in that it provided the participants with a common, personal experience and a common conceptual framework for discussing interpersonal dynamics within the Institute. (For example, the careful distinction made in the Program between topics of conversation which are "close" and those which are "remote" enabled most of the participants to identify when their discussions in the small groups related to their feelings and needs of the moment and when the topic under consideration was remote and "academic.")

At the time when pairs for using the Program were selected, considerable discussion arose concerning whether this selection should be made by design (combining persons of different races and/or sexes in the pairs) or whether it should be left to immediate, personal preference. The latter method of choice was adopted, due both to the desire of most of the participants not to "overstructure" the experience and to a feeling

within the staff that since race relations is but one aspect of human relations, and improvement in the latter was of first importance.

Despite the benefits which accrued from this unstructured use of the Program, whether structuring its use interracially would have further deepened interpersonal relations within the Institute remains an open question.

Printed Materials

Each of the participants received a number of printed and mimeographed materials including books, pamphlets, reprints, and journals. These materials were among assigned readings, and formed the basis for much of the classroom discussion. In addition, course outlines with bibliographies and supplementary bibliographies were provided.

Fairly adequate library holdings were available through Clark College and the libraries of Atlanta University Center. The bulk of the library materials needed for the Institute participants was in the library on the Institute campus.

Testing Materials

Technical reports, test manuals, and tests were available in sufficient quantity to be distributed among participants for use in class discussions on testing minority group children. In addition, individual psychological tests were used for demonstration and were available for study.

Audio-Visual Materials

The audio-visual materials used in the Institute are listed in Appendix B. Further details about the audio-visual materials are found in the foregoing sections of the report.

Consultation and Guidance

Casual conferences with participants were frequent since members of the staff and guest lecturers were among participants during the lunch break and the class breaks, as well as during the occasional conversational sessions that developed spontaneously at the close of the Institute day. These conferences typically involved the reactions of participants to some ongoing aspect of the Institute program or their requests for specific information.

Less frequent, however, were formal consultations. A few of these dealt with problems of personal adjustment. More often they involved discussion of plans for developing the research paper--each participant having had at least one such conference. Further, fairly full use was made of the special reference service provided by a member of the staff who was in the college library during the scheduled library periods.

The fairly continuous personal contact of the director or associate director and the graduate assistant with the participants throughout the Institute day seemed especially effective in minimizing difficulties, not only by promptly providing assistance when participants asked for it but also by correctly anticipating needs and problems and taking steps to prevent their occurrence.

Informal Program

Under the leadership of a committee comprised of several participants, three social events were held. During the third week, a cookout was held at the home of the director. One evening of the fifth week, a party from the Institute attended a play at the Academy Theater in Atlanta. On the last day of the program a closing luncheon at a restaurant near the College provided an occasion for many persons to share their feelings about significant experiences during their five weeks together.

These informal voluntary gatherings might be viewed as a barometer of the increasing fellowship which developed among Negro and white participants in the Institute. On the first day of the program, most of the thirteen white participants found seats together on one side at the rear of the meeting room. This pattern of seating appeared to reflect feelings of caution within this group concerning their participation in the Institute. Two events in the social program which occurred relatively early in the Institute--the formation of the social committee on a voluntary basis and the cookout at the director's home gave evidence of the same cautious reluctance on the part of some white participants to become fully involved in the group. No white members volunteered to serve on the committee, and only about one third of them attended the cookout.

Whereas the pattern of "segregated seating" was fairly prominent throughout the five weeks of the Institute, (possibly due to the force of habit) the informal activities reflected much freer interaction within

the group. The luncheon on the last day was planned at the suggestion of a white participant, and all of the white members attended it. (It should be noted also that at no given event were all of the Negro group present.)

It is quite possible that the field trips, which entailed participation by small groups and on a rather informal basis, were of considerable value in enabling the participants to meet one another as persons. Many of the reports of the participants suggest that this was the case.

Clark College also provided entertainment for members of the Institute in a variety of ways. The Institute faculty and their wives hosted a luncheon for the participants on the first day of the program. President and Mrs. Henderson held a reception in honor of the Institute participants. In addition, a program of social activities was conducted for participants in the three summer institutes at the College, under the leadership of Mr. Leonidas Epps, a member of the College faculty. It is probable that since most participants in the Institute did not live on campus, few of them took part in this program.

Facilities

All sessions of the Institute, with the exception of a few meetings of discussion groups, were held in the lower lounge of Kresge Hall on the Clark College campus. This room was well-suited to the purposes of the Institute. It was well-lighted, air conditioned, furnished with easily moveable couches for informal seating, and could be darkened adequately for showing films. Further, because of the size and design of the room,

three small groups of the Institute participants could hold discussions in it simultaneously.

Immediately adjoining the lounge is a kitchenette which was a convenient location for a soft drink machine and coffee apparatus. Two lounges on the main floor of the building provided comfortable places for relaxation and for the subgroup discussions.

Telephones, locker facilities and rest rooms were readily accessible.

Participation of Local School Systems

Prior to developing the Institute proposal in December, the Director conferred with two representatives of the Georgia State Department of Education: Mr. Neil C. Gunter, Coordinator of Guidance, Counseling and Testing; and Mr. Verdree Lockhart, Consultant in the same Division. Invaluable assistance was extended to the Associate Director later, during the process of recruiting qualified applicants to the Institute, by Mr. Gunter, Mr. Lockhart, and three other Consultants in Guidance, Counseling and Testing: Mr. Glenn L. Hitchcock, Mr. Bobby R. Todd, and Mr. Paul Vail.

A letter and descriptive brochure which were sent to all superintendents of schools, principals, supervisors of counseling, and counselors brought assistance in publicizing the Institute from many of these persons and expressions of support and encouragement from a number of others. Representatives of the Atlanta Public Schools and the Dekalb County Schools were especially helpful.

It is anticipated that several local public school officials will be asked to share in the follow-up conference of the Institute in January.

Plans For Follow-Up

The final phase of the Institute is to consist of three sections. In January, an intensive, one-day conference involving all Institute personnel will take place at Clark College. The purposes of this conference will be to provide for the participants new information relative to school desegregation in this region, and to enable the participants to evaluate their own work in desegregated education in the light of their study in the summer training session. The program for the conference will include a panel discussion by persons who carry responsibilities in the administration of public schools and the training of teachers in this area. In addition, a person (yet to be selected) who is engaged in significant research concerning school desegregation will serve as major consultant for the conference, lecturing and leading discussion.

It is anticipated that several Institute participants from the Atlanta area will have a share in planning the conference. Materials which will serve as a basis for discussion will be sent to the participants prior to the conference and reports concerning relevant aspects of their work will be solocited from them at that time.

In a second phase of the follow-up, useful information emanating from the staff, from current literature, and from the participants them-

selves, will be sent out periodically (possibly in the form of a newsletter). Research is now in progress preparatory to the first of these materials--a digest of opportunities in higher education for Negro and/or disadvantaged students.

Finally, three members of the Institute staff will be available to serve as consultants, upon request of any of the participants--lecturing or leading discussions in their respective areas of interest. Dr. Wiley S. Bolden will deal with the acculturation of minority group children and with problems of testing minority group children; Dr. Jonathan Jackson, with historical and sociological perspectives on race relations; and Mr. William Charland, with school desegregation and related problems of human relations.

An evaluation procedure similar to that employed in the training session will be used for the follow-up phase of the Institute.

Evaluation Procedures

Evaluation procedures consisted of several formal and informal approaches. Some were used frequently, others infrequently or only once; some permitted participants to evaluate themselves and/or aspects of the Institute; others assisted staff in evaluating participants.

One approach, the use of forms or questionnaires constructed by the staff, sought to elicit participants' reactions to various aspects of the Institute program. Three forms employed for this purpose--a lecturer evaluation form, a course evaluation form, and a comprehensive final evaluation--have been introduced in previous sections of this report;

they are described only briefly here.

The lecturer evaluation form, designed to measure the participants' reactions to the various lecturers of the course in the "Dynamics of Race Relations," was given twice--once midway in the Institute, the second time at the end of the Institute. Criteria (quality of presentation and degree of preparedness) were carefully drawn out and delineated in the introduction to the evaluation form. Space was also included for written comments regarding each lecturer; this space was often the locus of the most valuable feedback from the participants.

The course evaluation form was administered to the Institute participants twice, once midway through the period of the Institute and again just before the end of the Institute. This questionnaire evaluated the overall worth of the three courses and the Human Relations Practicum in terms of program content and discussions by small groups from the class or the class as a whole. Criteria for the evaluation of program content included redundancy or degree of overlap with previous courses; stimulation or provocativeness; meaningfulness or worth; and general relevance to the Institute as a whole. Criteria for the evaluation of the discussion groups or class discussions included stimulation and profitableness or meaningfulness. In addition to these two areas of evaluation, a third section was included for written comments.

A final evaluation form was submitted to the participants on the last day of the Institute for their perusal and then answering after they returned home. Comprehensive and lengthy (14 pages), it was given to the participants in a manila mailing envelope so they could return it through the mail the following week. It was felt that the participants

could provide more adequate responses to this form after they were away from the Institute for a few days with the little additional perspective that is hard to come by on the last day of a five-week Institute. Including written as well as multiple-choice items, it attempted to evaluate the participants' experiences and their insights about these experiences in terms of their relevance to the participants' professional problems regarding desegregation. In addition, it included items pertinent to future institutes of a similar nature, including suggestions for other speakers, names of friends who could profit from and contribute to another institute of a similar type, and ideas for changing or modifying the present structure of this Institute to improve future ones like it. Finally, a section was provided for the participants' self-evaluation, a section wherein the participants could discuss the various ways they felt they had grown as a function of their experiences at the Institute.

A second mode of evaluation consisted of informal group discussions, with group size ranging from eight to ten, to the entire Institute of 40 participants. These groups were employed for the evaluation of the Human Relations Practicum, the course in the Dynamics of Race Relations, and the Institute as a whole.

Frequently these groups, both large and small, would appoint a secretary who recorded the significant comments and happenings within the group and later reported them to the entire group of participants when the groups reconvened. It is the opinion of some of the members of the evaluation committee of the permanent staff of the Institute that these informal groups were frequently very meaningful for the participants,

and sometimes for the staff as well. This seemed to be, in part, because the small group interaction experiences provided many, if not all, of the participants with the opportunity to air their feelings publicly, to relieve some of their dissatisfactions and tensions, and, in addition, inadvertently and frequently provided some of the participants with what were felt to be more meaningful interpersonal experiences stemming from the interaction within these groups.

In conducting evaluations the Human Relations Practicum groups met three times during the last two weeks of the Institute; the Dynamics of Race Relations group met once during the final week; and the groups evaluating the Institute as a whole met twice, once during the first week and once during the last week of the Institute.

Several approaches were involved in the evaluation of intellectual growth and insight into racial and desegregation problems. In addition to the more specific evaluations carried out by each sub-program director, several general assignments made by members of the Institute staff were used to evaluate the participants' growth in these areas. These included a paper describing the details, impressions and implications of each individual's field trip experiences; second, a larger paper, assigned at the beginning of the Institute and due at the end of the five-week period, requiring a full-scale integration of the ideas, resources, and information gained during the participant's stay at the Institute into a paper attempting to offer some solutions to a particular problem pertaining to desegregation in the classroom; and third, a final, subjective examination in which the participants were asked to respond to several of

a group of school situations (selected from hypothetical and actual situations submitted by the participants themselves) on the basis of the understandings and insights developed in the Institute.

Certainly, the most significant areas of growth by participants in an experience such as the Institute are usually those that cannot be charted by objective means; nevertheless, one objective measure was utilized for evaluation of change within participants--the Minnesota Teacher's Attitude Inventory, Form A--a paper-and-pencil, self-report, measure of attitudes administered on the first and last day of the Institute. The rationale for the MTAI is essentially that inadequacies and personal shortcomings in the teacher and the teacher-counselor hinder both the teacher and the student in their respective roles, and that the more enlightened, secure teacher is likely to be more comfortable, happy, and successful in his work, as he is able to accept his own shortcomings openly and honestly. The more secure teacher is able to maintain a state of harmonious relations with his pupils characterized by mutual affection and sympathetic understanding. A random sample of 1,714 primary and secondary teachers from Minnesota was used for establishing and standardizing the norms for the test. In general, it can be said here that a high score on this instrument indicates a greater degree of open-mindedness, tolerance, and acceptance on the part of the teacher or teacher-counselor, while a lower score indicates a greater degree of narrow-mindedness, rigidity, intolerance, and generally an authoritarian approach to classroom situations.

Finally, in addition to the occasional informal and unscheduled huddling of the staff to assess some specific aspects of the ongoing program, the total staff held four evaluation sessions--at the close of the first day of the Institute, or the end of the first week, at the beginning of the third week, and several days following the close of the Institute. The results of these sessions aided the staff in steering the Institute and assessing its effectiveness.

Overall Evaluation

Evaluation data gathered thus far support the generalization that the Institute made reasonable progress toward achieving its objectives. In the discussion that follows, general accomplishments and shortcomings of the Institute are pointed out; in addition, certain problems brought to light by the Institute experience are identified. Except where specific sources of evidence are cited, the discussion reflects an attempt to integrate findings resulting from all of the evaluation procedures employed in the Institute program.

Accomplishments

1. The participants evidenced improved personal effectiveness in interracial situations:

Both Negro and white participants became more comfortable with each other during the course of the Institute. This appears doubly impressive and important when one considers the fact that approximately 90% of the Institute participants had spent all, or all but one or two years, of their

lives in totally segregated environments--home, church, school and community at large. Even the small group of four, and sometimes five, white men who persistently sat together during sessions for the full five weeks of the Institute appeared to be significantly more comfortable in their interaction with Negro members of the group during informal sessions such as coffee-breaks and "bull sessions," over the last week to ten days. Though seated together at the Institute luncheon on the last day, they appeared to be more relaxed in the proximity of Negroes than they were at the beginning of the Institute. And each, along with other members of the group who made extemporaneous after dinner remarks, expressed warm feelings toward the Institute participants and appreciation for the Institute program. Further, it was noted by some of the permanent staff members that, many of the formal "Mr." and "Mrs." titles were dropped in place of first names during the last several days.

Both Negroes and whites exhibited changes in behavior that reflected growth in self-acceptance and understanding. The majority of the Negroes became less sensitive and defensive in the presence of the Southern whites. Less passive and reticent, less submissive than at the beginning, many of the Negroes exhibited considerable growth, both personal and social, in terms of increased confidence and assertiveness, in addition to lessened diffidence, over the five-week period.

Again, while there might have been an exception or two among the white participants, most of them seemed to have become less sensitive about their roles as Southern whites--one which understandably carried a sort of stigma. Less apologetic about being white and Southern at the

end of the Institute, they appeared to be considerably more comfortable in being what they were, instead of denying it. One staff member felt that many of the over-reactions--solicitousness, carefulness, the forced smile and forced friendliness--seen in some individuals at the beginning of the Institute, significantly began to disappear around the fourth or fifth week as these participants became more secure in the interracial interaction.

Also significantly, whites and Negroes toward the end of the Institute had progressed to the point where they could actually disagree and/or argue with each other freely and directly--a considerable step beyond the originally hostile, defensive postures veiled in a superficial friendliness--adopted by many in the beginning. One of these honest, open arguments between a white man and a Negro woman was observed by one of the staff members in one of the Human Relations groups. Concerning the mispronounciation of the word "Negro," as the familiar "nigrah," the argument appeared to this particular staff member to be honest, open, and wholesome.

Additional supportive evidence for the conclusion that improved interpersonal relations occurred is the results from the Minnesota Teacher Attitudes Inventory. While a comparison of adjusted mean scores for the first and second administration of the MTAI, 75.12 and 78.74, respectively, reveals no statistically significant difference, the direction of the difference is in line with the general observation that the participants were becoming more tolerant and accepting.

An incidental, but no doubt significant, positive influence on the relations between Negro and white participants in the Institute was their day-to-day experience with a racially integrated staff whose relations with one another were perceived by participants to be based on feelings of mutual acceptance and respect. A related factor that would appear to have contributed similarly was the feeling on the part of participants that they were accepted by the staff.

2. The participants gained insight and understanding with reference to the behavior and personality of the Negro child through increased knowledge of the historical, sociological, and psychological factors that influence his socialization; further, the participants showed increased understanding of the needs and behavior of Negro and white children in the context of desegregated school situations:

Participants evidenced acquisition of a substantial amount of new information which they saw to be relevant to their day-to-day professional responsibilities. This fund of information includes recently available research and interpretations as well as new professional materials, guidance and instructional materials, and sources of information.

In addition, many participants--indeed the majority of them--had their first exposure to intensive, penetrating and authoritative instruction in race relations. The comments of one Negro participant, "I have learned more about the Negro, my own people, than I thought existed!" of one white participant, "I didn't know anything about Negro history; there is nothing about it in our history books," are fairly typical of oral and/or written expressions made by participants. Many had only

superficial familiarity, or none at all, with new areas of research and study in psychology and education such as those that seek to develop sounder theoretical and practical knowledge relevant to learning and developmental processes of Negro children and socially disadvantaged children.

A surprisingly large number of Negro and white participants had limited direct experience supportive of instruction in the above mentioned areas. One white participant who attended a Negro church as one of his field trip experiences mentioned that, "This was an extremely valuable experience to me since I had never attended a Negro church before . . . it was revealing to see just how closely the middle class Negro's values, attitudes, and behavior resemble those of the white people." A second white individual, upon visiting one of Atlanta's worst slum areas reported, ". . .I now understand why children from slums are not very successful in school." Upon visiting a coffee house near the Atlanta University Center run by SNCC, a Negro lady referred to ". . . feelings of anxiety as we stopped on the side walk to discuss the experience .... the social pattern was an entirely new experience for me . . . I have greater insight into some aspects of different socio-economic groups . . . my understandings of human beings has increased."

Improvement in using concepts, defining problems and in proposing solutions to problems was reflected by changes in the quality of class discussions and by the content of written work of participants. There was a shift from common sense to more precise ideas, from biased to more objective thinking, from uncritical judgments to multiple points of view

(especially noticeable was the shift from a categorical use of the terms Negro and whites), from symptomatic to causal factors in problem identification, and from simple or single-thrust efforts to comprehensive and coordinated approaches in proposing solutions for problems. For example, one staff member on evaluating student responses and products in the context of the sub-program for which he had direct responsibility writes:

> "Initially, the participants during the guidance section of the Institute expressed their understanding of school desegregation in terms of general and popular concepts regarding the problems of school desegregation and how these problems might best be solved. The learning experiences of the guidance section focused on bringing to symbolic realization an understanding of the curricular designs needed to implement student learning in a new and often emotional situation; a contrast of different approaches to guidance techniques and procedures; frames of reference to be used by counselors during counseling and the roles of personal values in mediating human relationships.
>
> "The members of the group were able to handle these concepts and their understandings in terms of student behavior and their own personal involvement in the educational process. They learned to relate in a more meaningful way professional knowledge and understandings to the problems of school desegregation. It is not possible to say how effectively this cognitive understanding will be translated into actual behavior until the follow-up phase of the Institute is conducted."

3. The participants gained understanding and competence pertinent to testing minority group children:

Though not as encouraging as the evidence found in support of the other major objectives of the Institute, there is justification for the foregoing conclusion. However, it may be instructive to report at the outset that testing seemed to have been the area about which feelings and opinions were sharpest and in which many participants felt especially

competent. As was the case with other areas, many of the participants quickly revealed that their background of knowledge was not altogether functional; that is, while they recognized certain concepts and talked about them abstractly, they did not effectively relate them to specific problems of minority group testing. Also, many participants showed little more than marginal interest in other than how-to-do-it aspects of testing and consequently exerted minimum effort to fully comprehend basic concepts and principles.

Yet it seems safe to say that participants developed a somewhat greater sense of caution in the use of test results for predictive purposes; they acquired increased understanding of the degree of reliance that can be placed on scores derived from tests with certain characteristics and from tests given under certain conditions; they showed some new understandings regarding the use of norms; they learned of some practical approaches for creating a favorable testing situation; some of them achieved a measure of understanding of the complex dynamics of examinee-examiner relationships as these pertain to race of examiner and to reference group of the examinee during testing; and some became aware of important philosophical, psychological, and technical problems in the area of testing minority group children.

Shortcomings

1. Possibly the major shortcoming of the Institute in the eyes of the participants was what they perceived to be a crowded and sometimes cluttered daily schedule. It was felt by a number of the participants that a daily schedule from 8:00 a.m. to 4:00 p.m. was to rigorous--

especially with the extra outside work loads of a final paper, field trip reports, a final examination, and one or two other extra-curricular activities required of all participants. It seemed to be felt by many of them, in addition, that library time within this ostensibly crowded schedule was difficult to come by, and that too little time remained for errands, shopping, seeing friends, etc.

Several participants suggested that a free day or half-day, once a week or once every two weeks or so, may have been sufficient to meet these particular needs. Several of them seemed to be saying that they would rather have had a few intellectual and personal experiences at a comfortable pace than have a great number in what they felt to be a crowded, harried manner.

2. Possibly another shortcoming of the Institute was one on which both the participants and permanent staff seemed to agree--the split nature of the living arrangements of the participants. While 16 Institute participants lived on campus, 24 lived off campus and commuted to the Institute each day. Many of the participants, in addition to several of the Institute staff, felt that housing the entire number or the greatest number of participants on the campus might have increased the possibilities for social interaction among them. Instead, with slightly less than half living on campus, and the others off campus, the Institute experience was for most, if not all, an eight-to-four business, possibly limiting the meaning of the experience for many as well as contributing to the feeling of having insufficient time to meet the demands of the program.

3. A number of participants felt, in addition, that the classroom experiences, though valuable, were secondary in relation to the more primary experiences of field trips, sojourns to new, exciting, and unknown areas, on-the-job counseling experiences, and the like. The exception to these comments would appear to have been the course in the Dynamics of Race Relations, which virtually all of the participants felt was a vital, integral part of their Institute experience. The general feeling on the part of the participants, however, seemed to be that they wanted more concrete, easy-to-grasp ideas for meeting specific problems in desegregation back in their home school districts, as opposed to discussion of theories, principles, and concepts which some of them felt were difficult to relate to the exigencies of their own situations.

Problems

Among the problems growing out of the Institute experience are the following ones:

1. Recruitment of an optimum number of white participants. In order to provide maximum opportunity for interracial interaction it was felt that the most favorable situation would be provided by having an approximately equal number of white and Negro participants. The reason why recruitment of white participants was actually a problem is not entirely clear. It may have been in part a function of the short period of time (less than three weeks) that was available for recruiting participants. However, even with special efforts directed toward recruitment of white participants, we were successful in enrolling only thirteen, roughly one-

third of the total of forty participants. Only two of the 13 were females. Only two white males lived on campus.

It should be pointed out, however, that several of the white participants sought enrollment on their own. A few others voluntarily indicated a desire to take part in the Institute but explained that they were already committed for the summer at the time the announcement reached them. Further, many white school superintendents and principals, along with State Consultants from the Division of Instruction and Guidance distributed announcements on the Institute and encouraged participation. It is felt that a second Institute would encounter much less difficulty than the first in recruiting white participants.

2. Operating within a consistent theoretical framework:

During the initial evaluation session at the end of the first week a large number of participants expressed the view that the Institute would be more compatible with their needs if it had fewer lectures, fewer guided discussions, and fewer reading and writing assignments and more free discussions and more actual experiences coupled with concrete easy-to-grasp explanations and how-to-do-it demonstrations. This view was reiterated from time to time by individual participants.

While all members of the instructional staff subscribed more or less to a student-centered point of view, some did not find it easy to reconcile their own needs for pursuing Institute objectives according to previously planned courses of study with participants' needs for another kind of learning experience.

Through continuous staff discussion and evaluation we were successful in maintaining some balance between preestablished programs and

evolving concerns. Flexibility provided by the uncommitted common sessions was especially helpful in supplementing modifications that were made within course designs.

In seeking to understand the motivation for these demands made by participants a number of working hypotheses from time to time served to guide the instructional efforts of the staff. For example, it was sometimes felt that simple fatigue resulting from protracted periods of instruction in classroom settings was operative in demands for more activity. This seemed especially likely during the first week when considerable class discussion was devoted to organizing and structuring. At other times it was felt that demands for immediate answers reflected anxiety about how to handle serious problems met or anticipated in school situations. Typically, the very problems for which ready solutions were sought were those for which no easy answers were available--"How do you get teachers not to be prejudiced?" "How do you motivate deprived children toward academic achievement?" Again, it was sometimes felt that the participants held a rather limited, though not always unrealistic, view of their professional role as counselors--workers whose jobs at best consist of daily clerical and mechanical routines prescribed by school authorities. Thus instructional efforts aimed at establishing moorings in a fund of meaningful concepts, principles and theories as a basis for pragmatic decisions in a wide range of home-school-community situations were understandably resisted. Still at other times participants' motivation for demanding less reading and study seemed to be prompted by some lack of the kind of discipline necessary for sustained and inten-

sive academic achievement.

Chauvinism in Guest Lecturer

There was the tendency on the part of some of the guest lecturers, in spite of their scholarly accomplishments, to identify so closely with the cause of the Negro that their lectures were sometimes inadvertently fused with passion. For example, at times one heard overtones of sermons with guilt-inspiring intent; at other times defiant protests broke through; occasionally the forecast that black peoples will ultimately triumph over white peoples was implied. The effect, though perhaps cathartic for the speaker and for some of the Negroes in the audience, was usually threatening for whites.

It seems important that lectures involving Negro-white relations be presented in an objective manner with all reference to race carefully qualified. Further, the lecturer should take special care to avoid making offensive and threatening remarks. In an effort to promote a favorable learning environment, the staff, or some member of the staff, should consider the feasibility of talking with the lecturer, prior to his appearance before the group, about some of the feelings that might be present in the group. On the other hand, participants should be trained to detect bias and to cope with it effectively. Thus, when bias is introduced into the discussion participants should be encouraged to make an effort to deal with it.

Appendix A
Lecturer Evaluation Form

July 22, 1966

The following is a form designed to measure your response to the various lecturers that have visited the Institute during the last two weeks. You will note that the objective evaluation section is divided into two parts--"quality of presentation" and "degree of preparedness."

"Quality of presentation" is taken to include the following aspects: fluency and ease or expression; clarity of ideas; evidence of coherence, orderly structure, and integration of presentation; ability to sustain interest of listeners; enthusiasm about subject; and responsiveness to feedback from group.

Second, "degree of preparedness" includes the following aspects for your consideration in answering: breadth of information; depth of information; soundness of arguments presented in support of thesis and basic position (s) or major points; and overall cogency of argument.

Circle the number in the objective evaluation section that best describes the shading of your feeling about this particular lecturer.

The Institute staff is especially interested in your written comments, so please include as many of them as you think are relevant.

1. Dr. C. A. Bacote - The Reconstruction Period in America

   a. Quality of presentation (see introduction)

      High 1 2 3 4 5 6 7 Low

   b. Degree of preparedness (see introduction)

      High 1 2 3 4 5 6 7 Low

   Written comments:

2. Dr. Elliott Rudwick - Booker T. Washington and W. E. B. Dubois

   a. Quality of presentation (see introduction)

      High 1 2 3 4 5 6 7 Low

   b. Degree of preparedness (see introduction)

      High 1 2 3 4 5 6 7 Low

   Written comments:

3. Dr. Ina C. Brown - The Cultural Background of the Negro

   a. Quality of presentation (see introduction)

      High 1 2 3 4 5 6 7 Low

   b. Degree of preparedness (see introduction)

      High 1 2 3 4 5 6 7 Low

   Written comments:

4. Dr. Harry V. Richardson - The Negro in America

   a. Quality of presentation (see introduction)

      High 1 2 3 4 5 6 7 Low

   b. Degree of preparedness (see introduction)

      High 1 2 3 4 5 6 7 Low

   Written comments:

5. Dr. Earl Brewer - The Negro and Population Migration

   a. Quality of presentation (see introduction)

      High 1 2 3 4 5 6 7 Low

5. Dr. Earl Brewer (cont.)

   b. Degree of preparedness (see introduction)

      High 1 2 3 4 5 6 7 Low

   Written comments:

6. Dr. Darwin T. Turner - An Outline for a Study of Literature by Negroes

   a. Quality of presentation (see introduction)

      High 1 2 3 4 5 6 7 Low

   b. Degree of preparedness (see introduction)

      High 1 2 3 4 5 6 7 Low

   Written comments:

7. Dr. C. Eric Lincoln - The Protest Movement

   a. Quality of presentation (see introduction)

      High 1 2 3 4 5 6 7 Low

   b. Degree of preparedness (see introduction)

      High 1 2 3 4 5 6 7 Low

   Written comments:

8. Dr. Vivian W. Henderson - The Economic Status of the Negro in America, part 2.

   a. Quality of presentation (see introduction)

      High 1 2 3 4 5 6 7 Low

   b. Degree of preparedness (see introduction)

      High 1 2 3 4 5 6 7 Low

   Written comments:

Appendix B
Audio-Visual Materials

(Viewing Followed By Discussion)

Aid	Title	Price	Month	Date	Time
*Film	Children Without	$5.00	June	20	3:00 p.m.

Takes the viewer into a Detroit Public School where teachers and counselors establish warm relationships with disadvantaged children and provide positive learning experiences for them.

*Film	A Morning for Jimmy	$5.00	June	24	8:00 p.m.

28 minutes, black and white. A true story of a young Negro boy who encounters racial discrimination while seeking part-time employment. His disillusionment is slowly overcome through the wise counsel of his teacher who takes Jimmy on visits where Negroes are successfully employed in their chosen fields. Jimmy begins to understand that with proper education and training he, too, can find his proper place.

*Filmstrip	Rumor Clinic	Free	July	14	8:00 p.m.

5 1/2 minutes, black and white. The case history of a rumor, how it starts, spreads and its results. An excellent discussion starter, as it poses the question: What should be our defense against rumors? Film then calls for projector to be stopped, with audience discussion to follow.

(Shown In The Materials Laboratory)

*Film	14th Generation American	$7.50	July	7	3:00 p.m.

Reviews the whole history of Negroes in America, the Negro's role in government since the Reconstruction Days as well as his many and various contributions to every aspect of American life.

Aid	Title	Price	Month	Date	Time
*Film	The Newest New Negro	$7.50	July	8	3:00 p.m.

An examination of the new direct-action from which Negro protest is taking today--the significance of sit-ins and freedom rides and the major changes in the status of the Negro American in recent years are considered. Examples of Negro educational and economic improvement and future possibilities for advancement are discussed with guest: Whitney Young, Executive Director of the National Urban League.

*Film	Face to Face	$7.50	July	9	3:00 p.m.

The problem of bringing groups together in mutual understanding and trust is here explored. Recent polls and research have demonstrated that prejudice and discrimination do not always go together nor are they always directed at the same objects.

*Film	To Live Together	$3:00	July	11	3:00 p.m.

34 minutes, black and white. The difficulties encountered and experiences shared by children at an interracial summer camp. The film shows that to learn democracy, children must have a chance to live it.

*Film	Rabbit Brothers	Free	July	12	3:00 p.m.
*Film	Boundary Lines	$3.00	July	13	3:00 p.m.

11 1/2 minutes, color. Explores various imaginary boundary lines that divide people from each other--and shows that such lines have no true basis in reality. Use of color cartoon, art and music make an appeal to greater understanding among all people, (a sequel to this is Picture in Your Mind).

*Film	Picture in Your Mind	$4.00	July	13	3:00 p.m.

16 minutes, color, a sequel to Boundary Lines. An imaginative cartoon, narrated by Walter Abel, which shows the tribal roots of prejudice and asks each individual to re-examine his conscience to see if his mental picture of the man "across the river" is realistic or distorted. Gets its message across through an effective combination of colors, music and the spoken word.

Aid	Title	Price	Month	Date	Time
*Film	Unlearning Prejudice	$3.00	July	14	3:00 p.m.

A Kinescope in the NBC "Open Mind" series. Panel of Benjamin Epstein, ABL National Director; Elmo Roper, Public Opinion Analyst; and Marie Jahoda, New York University, Professor of Psychology, discuss various aspects of anti-social prejudice. A good discussion starter.

*Film	Can We Immunize Against Prejudice	$3.00	July	14	3:00 p.m.

6 1/2 minutes, black and white. Narrated by Eddie Albert. Three sets of parents use different methods to prevent prejudice in their children. When racial and religious bias develops nevertheless, the film asks wherein the parents have failed. A good audience-participation film since it provides an "open end" or "stop the projector" technique, at which point audience discussions can take place.

*Film	The High Wall	$3.00	July	15	3:00 p.m.

30 minutes, black and white, cleared for TV case study of a young bigot. Describes how he became "infected" and how his home life fostered the development of prejudice. The film shows that prejudice is a contagious disease which spreads from adult to child.

**Filmstrip	Our World of Happy Differences	$1.50	July	18	3:00 p.m.

63-frame filmstrip, color script, guide. Intended to help children realize the wide variety of differences that are in the world about us, including differences in people. Shows that differences make the world interesting and fun. Art work.

**Filmstrip	We Are All Brothers	$3.00	July	19	3:00 p.m.

61-fram filmstrip, black and white, script. A series of humorous stick drawings which show the basic similarity of the races of mankind, proving unquestionably that physically as well as spiritually all men are brothers.

Aid	Title	Price	Month	Date	Time
**Film	Face of the South	$8.00	July	20	3:00 p.m.

29 minute motion picture, color. An eminent white Southerner gives a brief historical background of his South and the problems of Civil Rights. Highly recommended for information and study of integration problems.

**Film	Brotherhood of Man	$5.00	July	21	3:00 p.m.

Based on the Public Affairs Pamphlet, The Races of Mankind --weaves a background of scientific findings into a thesis that racial characteristics are not as fundamental as commonly believed. Also, it holds that prejudice rather than fact contributes to one race's feeling of superiority over another.

**Film	No Man Is An Island	$5.00	July	22	3:00 p.m.

Human relations is the theme of this Kinescope. Two friends, one white, one Negro, find their friendship tested by the fears and prejudices of a community. In the process, they come to ask each other (and the audience) key questions about their ability to cope with the prejudices about them.

Tapes

The following tape recordings, available for rental from the Center for the Study of Democratic Institutions, Santa Barbara, California, were or hand for use by individuals.

Aid	Title
Tape	Black and White in America

(app. 1/2 hr.) Phillip Rieff, author of Freud: The Mind of a Moralist, and sociologist who has been in residence at the Center, says that all sociological analysis of the Negro in America is a liberal white man's sociology that fails to take into account that political changes are dependent upon cultural changes. He takes as his text de Tocqueville's statement: "If ever America undergoes great revolutions, they will be brought about by the

Aid	Title
Tape	Black and White in America (cont.) presence of the black race on the soil of the United States..." not by the equality but by the inequality of the conditions.
Tape	The Negro As An American (app. 1/2 hr.) "I happen to have been born a Negro... I am also a government administrator...my greatest difficulty in public life is combating the idea, held by both Negroes and whites, that somehow my responsibilities as a Negro conflict with my responsibilities as a government administrator..." Robert C. Weaver, head of Federal Housing and Home Finance Agency, talks movingly on America's No. 1 problem.
Tape	A Walk On The West Side (app. 45 min.) "The Negro inhabits a world of subsistence living, enforced idleness-either partial or total--acute physical discomforts, and an abundance of disillusionment," shared in good part with his Puerto Rican neighbors and a substantial minority of whites. A stimulating, documented report on the Negro, as seen by Joseph P. Lyford of the Center from the vantage point of New York City's West Side--housing, education (including the controversial" open enrollment" program), the weakness of organization like the NAACP, the Urban League, and CORE. This is a first report from an extensive study being made by Mr. Lyford as part of the Center's Study of the American Character.
Tape	Is There A New South? (app. 1/2 hr.) Five native Southerners, who know their subject--and each other--intimately, talk together out of a common experience and a basically common point of view with elan and wisdom. The participants are Claude Sitton, Southeastern correspondent of the Potomac Institute, New York Times; Harold Fleming, Vice-President of the Potomac Institute, Washington, D. C.; John Popham Executive Managing Editor of the Chattanooga Times; Ralph McGill, Publisher of the Atlanta Constitution;

Aid	Title
Tape	Is There A New South? (cont.)

and Harry S. Ashmore, Pulitzer Prize-Winning Editor and a Director of the Fund for the Republic. Produced by Florida State University.

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*Order from: Anti-defamation League of B'Nai B'Rith (ADL Catalog--Audio-Visual Materials) 41 Exchange Place, S. E., Atlanta, Georgia 30303

**Order from: Office of Audio-Visuals, Stewardship Council, United Church of Christ, 1501 Race Street, Philadelphia, Pennsylvania, 19102 or 1720 Chouteau Street, St. Louis, Missouri 63103

Appendix C
Course Evaluation Form

July 22, 1966

This evaluation form is intended to measure your final reaction to the various sub-programs of the Institute, in terms of their worth to you. A "1" or a "7" response denotes an extreme opinion, whereas any other number in between indicates some shading of the two extremes, with the exception of number 4 which indicates a neutral answer.

Please circle your choice.

I. Sub-program #1 (Psychology and Problems of School Desegregation: Dr. Bolden)

A. Program content:

1. Mostly new; no overlap with previous courses.	1	2	3	4	5	6	7	Redundant; nothing new.
2. Interesting; stimulating; provocative.	1	2	3	4	5	6	7	Boring; unexciting.
3. Worthwhile; meaningful; profitable.	1	2	3	4	5	6	7	Worthless; a waste of time and energy.
4. Relevant; an integral part of the Institute as a whole.	1	2	3	4	5	6	7	Irrelevant; difficult to see connection with Institute as a whole.

B. Discussion groups or class discussions:

1. Enjoyable; stimulating.	1	2	3	4	5	6	7	Tedious; boring.
2. Profitable; meaningful.	1	2	3	4	5	6	7	Worthless; a waste of time.

C. Other comments:

II. Sub-program #2 (Guidance and Counseling in Desegregated Schools: Dr. Brantley)

A. Program content:

1. Mostly new; no overlap with previous courses.	1	2	3	4	5	6	7	Redundant; nothing new.
2. Interesting; stimulating; provocative.	1	2	3	4	5	6	7	Boring; unexciting.
3. Worthwhile; meaningful; profitable.	1	2	3	4	5	6	7	Worthless; a waste of time and energy.
4. Relevant; an integral part of the Institute as a whole.	1	2	3	4	5	6	7	Irrelevant; difficult to see connection with Institute as a whole.

B. Discussion groups or class discussions:

1. Enjoyable; stimulating.	1	2	3	4	5	6	7	Tedious; boring.
2. Profitable; meaningful.	1	2	3	4	5	6	7	Worthless; a waste of time.

C. Other comments:

III. Sub-program #3 (Dynamics of Race Relations: Dr. Jackson)

A. Program content:

1. Mostly new; no overlap with previous courses.	1	2	3	4	5	6	7	Redundant; nothing new.
2. Interesting; stimulating; provocative.	1	2	3	4	5	6	7	Boring; unexciting.

(Dynamics of Race Relations: Dr. Jackson, cont.)

A. Program content (cont.):

3. Worthwhile; meaningful; profitable.	1	2	3	4	5	6	7	Worthless; a waste of time and energy.
4. Relevant; an integral part of the Institute as a whole.	1	2	3	4	5	6	7	Irrelevant; difficult to see connection with Institute as a whole.

B. Discussion groups or class discussions:

1. Enjoyable; stimulating.	1	2	3	4	5	6	7	Tedious; boring.
2. Profitable; meaningful.	1	2	3	4	5	6	7	Worthless; a waste of time.

C. Other comments:

IV. Sub-program #4 (Human Relations Practicum: Mr. Kirkpatrick)

A. Program content:

1. Mostly new; no overlap with previous courses.	1	2	3	4	5	6	7	Redundant; nothing new.
2. Interesting; stimulating; provocative.	1	2	3	4	5	6	7	Boring; unexciting.
3. Worthwhile; meaningful; profitable	1	2	3	4	5	6	7	Worthless; a waste of time and energy
4. Relevant; an integral part of the Institute as a whole.	1	2	3	4	5	6	7	Irrelevant; difficult to see connection with Institute as a whole.

(Human Relations Practicum: Mr. Kirkpatrick, cont.)

B. Discussion groups or class discussions:

1. Enjoyable; stimulating.	1	2	3	4	5	6	7	Tedious; boring.
2. Profitable; meaningful.	1	2	3	4	5	6	7	Worthless; a waste of time.

C. Other comments:

V. Other comments on the Institute to date, specific or general:

Appendix D
The Institute Assignment

Directions:

Each participant in the Institute will have the opportunity to do research, study, and creative thinking on some topic, problem or project of personal interest and of relevance to Institute objectives. In addition to intensifying the meaningfulness of the Institute experience, this activity will provide some evidence of the impact of the Institute program on the thinking of the individual participant and offer one kind of evidence of the effectiveness of the Institute.

As soon as you have decided on a topic or problem that you wish to explore, submit the topic, along with a brief statement on its personal and educational significance, to the instructor whose course work seems most related to the topic. He will offer his reactions and will be available for consultation during the time the paper is in progress. The paper should be completed and submitted to the instructor by the end of the Institute day on July 20.

Some further guidelines are as follows:

1. The paper should conform to the usual pattern and style of a research paper. A suggested guide is the familiar manual by Kate L. Turabian. (A Manual for writers of term papers, theses and dissertations. Chicago: The University of Chicago Press, 1955c) We do not wish to be rigid about this, however; if you find another format more suitable for your purposes than the research paper, then, OK!

2. The paper should pertain to a problem or topic about which you are disturbed or troubled or at least curious and are therefore anxious to tackle.

3. The paper should represent a fairly comprehensive exploration and substantial treatment of the topic or problem.

4. The paper should reveal some resolution of the problem through the statement of recommendations, conclusions suggestions, needed research, etc.

5. Two copies of the paper should be prepared. Retain one. We will edit the copy submitted to the Institute and then reproduce it for the Institute's reports, library, and files.

Individual Research Projects

Each participant in the Institute prepared a research paper on a topic which was both of personal interest and of relevance to the Institute objectives. In addition to intensifying the meaningfulness of the Institute experience, this activity was designed to provide some evidence of the impact of the total program on the thinking of the individual participant and offer one kind of evidence of the effectiveness of the Institute.

The quality of the papers was of marked variety, due perhaps both to varying levels of academic competence among the participants and to the amounts of effort which they devoted to this assignment. The titles of the projects were as follows:

Name	Title of Project
Mrs. Lillian Amis	Suggested Procedures for Ability Grouping Activities in a Desegregated Junior High School Eight-Grade

Name	Title of Project
Mrs. Dora Ashford	The Counselor's Role in Equal Employment Opportunities For Negro Youth in a Changing World of Work
Mr. Everett Barksdale	The Responsibility of the Junior High School Counselor, in the Area of Human Relations, to Students who are Attending a Desegregated School for the First Time
Miss Virginia Battle	Some Guidelines That May Be Useful In Preparing Students to Live and Learn With One Another
Mrs. Ida Bush	The Desirability of Ability Grouping in Desegregated Schools
Mr. Billy Carson	Establishing a Guidance Program for the Desegregated School
Mr. Charles Copeland	A Proposed Plan to Improve the Guidance Program in the Washington Consolidated High School, Cairo, Georgia, 1966-67
Mr. Gaines Culpepper	A Plan to Develop an Information Service Library for Desegregated John Phillip Carr School, Conyers, Georgia
Mr. Norris Deaver	Some Aspects of the Underachiever in the Desegregated School
Miss Janice Fields	An Orientation to the Faculty of a Newly Desegregated School
Mr. Buel Gilliland	Group Counseling
Mr. Merritt Gresham	Project Head Start
Mr. Wesley Griffin	Homeroom Guidance Content and Procedure for Desegregated Schools
Mr. Johnny Hardnett	Adjustments and Attitudes of Students Attending Desegregated Schools for the First Time in a Certain County in Georgia
Mr. Arthur Harmon	Hints to White Teachers of Desegregated Schools

Name	Title of Project
Mrs. Maurice Heard	Attitudes Affecting the Changing Role of the Negro in School Desegregation
Mr. Walter Horstmyer	The Negro Child's Perception of a White Teacher and the White Teacher's Perception of Himself
Mrs. Susan Hudson	Some Guidelines for Facilitating Smooth Integration of Negro Pupils in an All-White School
Mrs. Mildred Hutchins	Some Guidelines to Follow in Desegregating Our School
Mr. Edward Jordan	The Information Service Library in the Desegregated School
Mr. Michael Kelly	A Brief Look at the Negro's Culture and Some Implications for Guidance
Mrs. Valena McCants	The Role of the Southern White Woman in Establishing Effective Desegregation Attitudes in Building the New South
Mrs. Rowena McCoy	The Paternal Image and Its Effects Upon the Negro Family
Mr. George Moore	The Myth of Sex and Its Implications on School Desegregation
Mr. James Morgan	Selected Group Activities in a High School Guidance Program
Mrs. Laverta Morgan	The Desegregation of Schools in the Cartersville School System, Cartersville, Georgia
Mr. Charles Morrow	Some Hypothetical Reasons Why Negroe Students Have Higher Academic Achievement in Desegregated Schools Than They Have in Segregated Ones
Miss Elmira Parker	A Suppressed People Move Forward
Mr. Adolph Parsons	Counseling the Disadvantaged Student in the Desegregated School Toward College
Mrs. Mattie Payne	The Counselor and the Homeroom Teacher Initiate Group-Work for Helping Better Relationships in a Desegregated School

Name	Title of Project
Mrs. Rudine Phelps	Prejudice and Discrimination Major Influences in the Desegregated School and Counseling with Regard to These Influences
Mr. John Powell	The Second Reconstruction
Mr. Albert Singleton	Guidance in the High School Testing Program
Mr. John Smith	Some Aspects of the Dropout Problem
Mrs. Gertha Stafford	New Directions in Learning for Lower-Class Negro Youth in a Desegregated Society
Mrs. Dorothy Stokes	Some Aspects of the Impact of School Desegregation on the Rural Community
Mr. Harry Strickland	Counseling Goals for Desegregated Schools
Mr. Arthur Terrell	Problems and Conflicts of Negro Athletes in the Public School of Georgia
Mrs. Mamie Thomas	The Role of the Administrator, Counselor, Classroom Teachers and Community Persons in Curriculum Improvement in Desegregated Schools
Mrs. Beulah Tipton	A Plan of Action for Improving the Vocational Guidance Program at the H. M. Turner High School

Appendix E
Field Trips

From the list below each of the participants selected two field trips to places which represented essentially relevant experiences for him. Following his visits he submitted an account of the experiences.

Site	Visited by the Following Numbers of Participants:
1. Vine City and disadvantaged areas in Northwest Atlanta (Two severely blighted sections of the city. One is a white neighborhood, the other Negro.)	13
2. Citizens Trust Company	1
3. Atlanta Life Insurance Company (Two prominent, Negro owned and operated establishments.)	
4. Southern Christian Leadership Conference	1
5. Offices of the Urban League	
6. Student Non-Violent Coordinating Committee	
7. The Lovin' Spoonful (A coffee house in the Atlanta University Center)	16
8. Muhammed's Mosque No. 15 (A Black Muslim Temple)	
9. Ebenezer Baptist Church (A predominantly Negro, largely middle class congregation)	1
10. First Congregational Church (A high middle class, Negro congregation)	

Site	Visited by the Following Numbers of Participants
11. A "Store Front Church" (Negro congregation of lower socio-economic strata)	1
12. Church of the Master (A new Presbyterian U. S. A. congregation organized so as to be interracial	7
13. Quaker House (Center for much social service in the area)	
14. Georgia Council on Human Relations	
15. Office of the American Friends Service Committee (Headquarters of an organization active in school desegregation)	
16. Fulton County Juvenile Court and Child Detention Center (A progressive, thoroughly integrated social agency)	20
17. Kirkwood Christian Center (A new interdenominational agency in a neighborhood which is racially in transition)	
18. Carrie-Steele Pitts Home (A modern home for the care of children without parents)	6
19. Emory University: The Research Center	2
20. Lockheed - Georgia Company	1
21. Communicable Disease Center (Three local institutions which have provided opportunities for equal employment at all levels	1

Site	Visited by the Following Numbers of Participants
22. A mass meeting of the Vine City Improvement Association: July 11, 8:00 p.m. at the Cosmopolitan A. M. E. Church (A meeting of one of the more active organizations in a critical slum area.)	2
23. Federal Information Center, Peachtree and Baker Streets, Atlanta (A new federal agency which was conducting open house tours)	1
24. Performance of Benito Cereno at the Academy Theatre, Atlanta (A play relevant to American race relations.)	8
25. Allen Temple A. M. E. Church	2
26. A meeting of the Atlanta Board of Education	2
27. Luckie Street School: Project Head Start	1

(25-27--Three field experiences which were suggested by participants and approved by the staff)